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ABSTRACT

This book provides an overview of cognitive approaches to learning disabilities, the theoretical and methodological underpinnings that support them, and the body of knowledge that such work has generated. Part 1 contains the following five papers: "The Educational Perspective" (Wayne P. Hresko and others); "Educational Trends in Learning Disabilities" (Wayne P. Hresko and others); "Attention Deficit Hyperactivity Disorder: Diagnosis and Treatment" (Mark E. Swanson and Tom E. C. Smith); "The Growing Impact of Neurology" (Ronald T. Brown and Joan E. Donegan); and "Learning Disorders: Theoretical and Research Perspectives" (D. Kim Reid). Part 2 provides an overview of learning disabilities research motivated by an information processing perspective. Papers include: "Information Processing: An Introduction" (H. Lee Swanson) and "Learning Disabilities and Memory" (H. Lee Swanson and John B. Cooney). Part 3 focuses on assessment practices from a cognitive perspective, in the following papers: "Assessment Practices" (H. Lee Swanson); "A Cognitive Assessment Approach I" (H. Lee Swanson); and "A Cognitive Assessment Approach II" (H. Lee Swanson). Part 4 treats learning disabilities within an educational context, building on knowledge generated from information processing research but relying most heavily on constructivist and ecological orientations and postmodern concerns. It contains: "The Cognitive Curriculum" (D. Kim Reid and Molly McCarthy Leamon); "Oral Language" (Wayne P. Hresko); "Literacy : A Tale of Different Belief Systems" (D. Kim Reid and Maud Kuykendall); "An Investigative Approach to the Mathematics Instruction of Children Classified as Learning Disabled" (Arthur J. Baroody); and "Modes of Consciousness and the Self in Learning Disabilities Research: Considering Past and Future" (Lous Heshusius). Each chapter contains references. (CR)